

THE CORRELATION BETWEEN READING MOTIVATION AND READING HABIT OF 4TH SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT UNIVERSITY OF ISLAM MALANG

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Abstract

This study was aimed to investigate of relationship between students' reading motivation and reading habit of the 4th semester English Department of University of Islam Malang. The researcher hypothesized that there is a correlation between students' reading motivation and reading habit. The researcher took samples from fourth-semester students of English Department at Universitas Islam Malang because all of them had taken Reading 4 subject. In this study, the researcher used a quantitative approach with a correlation design. The instruments used in this study were reading motivation and reading habit questionnaire. The researcher also used IBM SPSS version 25 to analyze the data. The data that have been analyzed showed that the Sig. (2-tailed) is .000. The researcher found that the correlation between the two variables was 0.967 with significance of coefficient .000. It means that there was a very high correlation between reading motivation and students' reading habits. The alternative hypothesis that stated there is a significant correlation between reading motivation and students' reading habit of the fourth semester students of English Department at University of Islam Malang is accepted. It can be concluded that there is a significant correlation between students' reading motivation and reading habit. From the result of the study, it can be said that the students who have high scores in reading motivation also have good scores in reading habit and the students who have low scores in reading motivation also have low scores in reading habit. The researcher concluded that reading motivation influences the students' reading habit.

Key words: Reading habit, Reading Motivation, Correlation

INTRODUCTION

English is known as lingua franca and the internationally used language in practical application of every sector of life; academic, economic, social, and politics. Sulistyo (2015) stated that English is still considerably a foreign language Indonesia but plays a big role in the development of this nation. In results, the many job application in Indonesia includes English language proficiency as one criterion and additional value for job seekers. This indicates how prominent the impact of English language in this global competition. English is globally spoken language that becomes a important factor following the advance of globalization around the world (Burton, 1994). According to Crystal (2012), the prospect of the persistence of English as lingua franca in future remain unchanged as almost all

the countries in the world perceive English as an instrument of socio-economic power.

In the academic sector of Indonesia, English language is undoubtedly a skill that essential to be taught as course material in primary school to University Level. The implementation of English as teaching material becomes the prime factor mandatory for every academic institute. In its pedagogic application especially in Indonesia, Wardani (2019) stated that English skills divided into four main subject that included in language learning curriculum, those are listening, speaking, reading and writing. However, in terms of collecting information reading is essential skill that students should learn. "Learning to read transforms lives", reading skill is the receptive foundation for the knowledge attainment and success in career (Castles, Rastle & Nation, 2018). Moreover, Nunan (2003) stated that reading allows the reader to acquire already existing knowledge across the time and place.

Hairul, Ahmadi & Kabbani (2013) said that motivation in reading is a crucial aspect in stimulating learners' interest to read, and it develop positive habit in reading which strongly contributes to the skill itself. As a result, most researchers have noticed the influence of reading motivation as stimulating factor to develop language acquisition and by enhancing language learners' practical understanding. The significant involvement of reading motivation is beneficial to students in developing their knowledge and literacy, as motivating students to read is important it is highly suggested to provide the students with opportunities to select desired materials on their own preferences. As stated by Hairul, Ahmadi & Purhossein (2012), when students are allowed the option to explore their own reading material, they will find that reading is an pleasurable for practice.

Aside from the importance of reading motivation, it is important to consider that reading habits are also known as determining factor influencing reading skill as reading habit might develop students' reading performance and frequency in any situation. Palani (2012) quoted that "habit of reading is important to the success of a literate person in our society". Language learners with high level of motivation have more capability to understand the message from what they read as those highly motivated students contributes more effort in learning than those with lower learning motivation. Moreover, Mu'awana (2018) also found that one that prominently influence habit of reading is student's motivation and reading frequency. Guthrie et al (2006) explains that reading motivation is the key contributor for students to develop literacy that beneficially contributes in reading performance, academic achievements and success in school.

Grounded on the information in the research background, reading motivation is assumed to have relationship with their considerable habit in reading. A study conducted by Putri (2021) found that motivation is the most influential aspect that contributes to reading habit developed in students. Consequently, the researcher aims to find out the connection between reading motivation and habit of fourth semester students of English Education Department

at University of Islam Malang. The researcher goal is to identify whether the correlation between the mentioned variables is a significant or not. In addition, the researcher is concerned in executing research about how strong the relationship between reading motivation and habit.

METHOD

This research used quantitative research that aimed to confirms the significant correlation between students' habit in reading and their motivation to read. There were two variables to be measured in this researcher: variable X for students' reading motivation and variable Y for reading habit. The computation of the correlation coefficients used Person's Product Moment Correlation. The population of this study was the fourth semester students of English Department at University of Islam Malang with the whole population of 128 students. In order to obtain the data, this study used random sampling on the total population and get 35 samples of participants.

The researcher used two instruments in collecting the data; they are reading motivation and reading habit questionnaire. The MREQ questionnaire and reading habit questionnaires were administered to the 4th semester students at English Department of University of Islam Malang around June 2021. To collect the data in this study, the researcher sent a Google Form Link in which there are instruments used by researchers in conducting this research such as questionnaires. The 4th semester students as the respondent in this study are expected to fill the Google Form by filling in their names and answering questions in the Google Form. After the data collection was completed, the researcher analyzed the data by *Pearson Product Moment* in SPSS.25 based on the result of both questionnaires.

RESULT AND DISCUSSION

Results

Table 1 Descriptive Statistic

Statistics		Motivation	Habit
N	Valid	35	35
	Missing	0	0
Mean		95.3429	192.9429
Std. Deviation		12.00966	27.26444
Minimum		77.00	149.00
Maximum		128.00	272.00

The table showed that the total of the Subject (N) in each variable is 35. 77 is the minimum value of students' reading motivation (variable X), and 128 is the maximum value, the mean score is 95.34 with a standard deviation score is 12. Meanwhile, the minimum value from the students' reading motivation (variable Y) is 149, and the highest score is 272, with a std. deviation of 27.264, and the mean score is 192.94.

In the next section, the researcher investigated the main purpose of this study. The researcher used statistical calculations Pearson's Product Moment Formula to analyze the data of reading motivation and habits because the data were normally distributed. Here is the result of the analysis by using IBM SPSS 25.

Table 2 Analysis result of Pearson Product Moment Correlations

		Motivation	Habit
Motivation	Pearson Correlation	1	.967**
	Sig. (2-tailed)		.000
	N	35	35
Habit	Pearson Correlation	.967**	1
	Sig. (2-tailed)	.000	
	N	35	35

**. Correlation is significant at the 0.01 level (2-tailed).

The table shows that the Sig.(2-tailed) is .000, which means there is a high significant correlation between reading motivation and participants' reading habits. Significant correlation is accepted and significant at 0.00, because the sig. (2-tailed) is .000 and the correlation coefficient is $r = .967$. Then the conclusion in the term of significance of the correlation of reading motivation and students' reading habit is positive because r value is positive. The researcher uses the r value (.967) to determine the correlation between the two variables by using interpretation methods according to Mistar (2013). The value .966 is higher than 0.800, so it is safe to conclude that the both variables is considered as highly correlated.

Table .3 the interpreting Level of Correlation

Product moment (r)	Interpretation
0.81-1.00	Very high
0.61-0.80	High
0.41-0.60	Moderate
0.21-0.40	Low
0-0.20	Very low

Hypothesis Testing

In the attempt to find the correlation between reading motivation and reading habit, Pearson Product Moment was applied. It was discovered that the variables are correlated with $r = 0,966$ and significant at .000. It means that the correlation between variable of reading motivation and students' reading habits was considered as high. The alternative hypothesis that stated there is a significant correlation between reading motivation and students' reading habit of the fourth semester students of English Department at University of Islam Malang is accepted.

Discussion

According to the data in the findings, it is found that reading motivation gives a good impact on students' reading habits. This is in line with the study of Putri (2021) that indicated a strong relation between students' motivation to read and reading habit. According to Guthrie and Wigfield (2000), motivation acts as driving force in the development of interest and habit in reading. The result of the questionnaire analysis of reading motivation has shown that 19 students obtained the scores below the mean scores and 16 students were above the mean. It might be concluded that the students with low motivation level are dominant in number compared to those who have high reading motivation. Choiriningtyas (2018) also found that the majority of the students are lacking motivation to read and their motives are mostly due to assignment given by their lecturers.

From the analysis of the students' reading habits, the students who got scores above the mean score were 15 students and under the mean score were 20 students. It was concluded that most students have low reading habit. This is in line with Mu'awana (2018) who found that large portion of participants have medium to low level of reading habit, with most contributing factor is due to low reading frequency and consistency. Palani (2012) stated that positive reading habit allows the reader to build consistency and interest in reading, thus enhance knowledge and character. The researcher proved it by the result of data analysis with Pearson Product Moment by SPSS. The correlation coefficient was .967. After comparing with r critical at 0.00 levels of significance, the result found that the r correlation is higher than r critical.

Based on calculating, the null hypothesis which stated that, "There is no significant correlation between students reading motivation and reading habits of the 4th semester English Department of University Islam Malang" was rejected and the alternative hypothesis was accepted. As a result, there is significant correlation between students' reading motivation and reading habits. The findings of this study are also similar to the research conducted by Marsella (2017) entitled the correlation between reading motivation and reading comprehension achievement students which found that reading motivation and reading comprehension had a medium correlation to reading comprehension, in the strength level of correlation. Overall, the negative correlation that found in the result of this study make an evidence that the higher the students' reading motivation, the great on their reading comprehension.

CONCLUSION AND SUGGESTIONS

The Conclusion of this study deals with the correlation between reading motivation and students' reading habit of the fourth semester students from English Education Department at the University of Islam Malang. The study concluded that the data analysis and interpretation of reading motivation is proven as influential factors for the students to have the good reading habits. It confirmed at the discussion and the result of the study, that the research concludes that the reading motivation is in the level of good with the highest score 127 and the

lowest score 77 while the reading habit is in the level of good with the highest score 272 and the lowest score 128.

The result confirms that there was a positive and strong correlation between students' reading motivation and reading habit shown by the correlation coefficient value reached .967. This concluded that the correlation between those variables was positive and strong correlation. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. As a result, there is significant correlation between students' reading motivation and reading habits of the 4th semester students from English Department of University Islam Malang. In conclusion, the students who have high scores in reading motivation also have good scores in reading habit and the students who have low scores in reading motivation also have low scores in reading habit.

Based on the result of this study, it is suggested for the students can be more active in building the reading motivation in daily life and always maintaining their reading motivation so that they can improve their reading habits. For English teachers, they should become motivators for their students. They are expected to motivate their students to spend much time in reading. They also should give students opportunity to practice reading in order to have a good reading habit. For future researchers, it is suggested to use more subjects to conduct the study to make the result more valid. Make sure the instrument is relevant to the object and participants of the study.

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